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TERMS

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OFFICIAL.

STATE OF NEW-YORK—SECRETARY'S OFFICE.
DEPARTMENT OF COMMON SCHOOLS.

NOTICE TO COUNTY SUPERINTENDENTS.

The County Superintendents will communicate to the Department the names and residence of the pupils selected by the Board of Supervisors, for the State Normal School.

S. YOUNG, *State Supt.*

DUTIES OF COUNTY SUPERINTENDENTS.

No. III.

3. It is the duty of the county superintendents to examine and license candidates for teachers; and to annul their certificates whenever in their judgment sufficient cause for such a proceeding exists. The form of the certificate to be granted to the applicant for a license imports that such applicant is found well qualified in respect to moral character, learning and ability, to teach any common school within the jurisdiction of the officer granting the certificate, or when special, within any specified town. Moral character is justly regarded as the first and most indispensable ingredient in the qualifications required. Without this, the possession of the most finished learning, the most transcendent talents and the most perfect skill in communicating instruction, would be valueless and should be overlooked and disregarded. Those who are charged with the supervision of our elementary institutions of learning cannot too strictly guard their portals from the contaminating influences of vice and immorality. Whatever other avenues the genius and spirit of our government and the free toleration of the age, may have left open to those who have shook off the obligations of virtue and honor and conscience, and who by precept and example, condemn the salutary restraints of morality and christian civilization, the haunts of youthful instruction should, at least, firmly and sedulously be closed against them. Whatever impurities the broad channel of human life, in its swift and accumulating current may be destined to receive as it rolls onward to the great ocean of eternity, let not its

stream be poisoned at its source. In the constantly recurring shocks and conflicts of the world, enough and more than enough of contamination will cling to the skirts of the most conscientious and pure minded, without tainting the faculties of the mind and heart in their earliest development and expansion, with a corruption which it may be, not all the energies of an enlightened reason or an awakened conscience, not all the efforts of the most determined will, can effectually obliterate or conceal. In the midst of a community where the rank weeds of vice and crime abound in luxuriant and frightful profusion—where however apparently fertile the soil, the seeds of goodness and justice and virtue, are speedily choked and overborne by the poisonous tares of selfishness, of passion and of error in all its Protean forms—nothing less than a deep and abiding principle of religion and morality, can enable us to realize the rich fruits of rectitude, obedience and wisdom. How unspeakably important then, that this principle should be imbibed with the first lessons of our infancy and childhood—that it may "grow with our growth and strengthen with our strength"—that it may be permanently associated with the pure and hallowed influences of life's opening dawn—and serve as an amulet to protect us against the rudest assaults of the world, and the strongest temptations to swerve from the path of duty. The responsibility in this respect assumed by those to whom have been confided the task of furnishing the teachers of our ten thousand elementary schools, with the credentials of their high and holy office, cannot be too seriously pondered. Hitherto the question of the moral character of the teacher—the question which above and beyond all others, is most important in its consequences, has been, far too frequently postponed and neglected; the literary qualifications of the candidate have been seldom wholly overlooked—his capacity to instruct—to communicate knowledge to his pupils, and above all, the price at which his services may be commanded—are scrutinized with the most jealous interest; but "the daily beauty of his life" is an element seldom entering into the account—and if no palpable stain rests upon his character—if his outward deportment conforms substantially with the standard recognized by the community at large—and he has hitherto come in conflict with none of its penal or social canons—he is regarded, if otherwise qualified, as abundantly competent to assume the guardianship of the elementary school. The result has been, that while the intellectual faculties of the pupil have been tasked frequently to their utmost tension, the moral virtues—those which

alone can give value and a right direction to knowledge—those which alone can secure happiness and well being—which alone can enable us adequately to fulfil all the duties appertaining to us as intelligent, social and responsible beings—have been neglected. The means of an indefinite progression in all that ennobles and dignifies our common nature have been abundantly furnished; but their end and aim have not been communicated; and power to accomplish the most wonderful results has been conferred upon thousands, without the most remote knowledge of the uses to which alone it can be efficiently consecrated. The full idea of education cannot be thoroughly realized, until our elementary schools become the nurseries of our moral, no less than of our intellectual and physical nature—until the mind is subjected from the period of its earliest development to that of its mature expansion, to an enlightened and judicious cultivation of all its faculties—apprised of all its powers and their respective spheres of action—trained to a clear perception of intellectual and moral truth—imbued with an ardent love of excellence—and fortified and strengthened by a pervading sense of its own elevation, responsibility, and destiny. The formation of such a character—and its multiplication and diffusion throughout the numerous thoroughfares of the social organization, would speedily elevate the condition of humanity in all its aspects and relations.

4. The general powers, functions and duties of County Superintendents are comprehensively summed up in the concluding subdivision of the section under review. They are "BY ALL THE MEANS IN THEIR POWER, TO PROMOTE SOUND EDUCATION, ELEVATE THE CHARACTER AND QUALIFICATIONS OF TEACHERS, IMPROVE THE MEANS OF INSTRUCTION, AND ADVANCE THE INTERESTS OF THE SCHOOLS COMMITTED TO THEIR CHARGE." It is from the judicious exercise of the powers and duties here conferred that the friends of popular education have the most ample and abundant grounds of hope for the future. Those to whose immediate supervision a trust so weighty has been confided, will not fail to appreciate the immense responsibility they have assumed. To their care, vigilance, discretion and judgment have been entrusted the present welfare and future interests of upwards of half a million of ingenuous and uncorrupted youth—the hopes of their parents—of the state—of the country—the future administrators of our institutions—the bulwarks of our government—the inheritors of our civilization—our successors in carrying onward the complicated machinery of society—the arts and sciences which have come down to us as well as those which have been originated and improved by us—and the mass of civil, social and religious knowledge, which has been the slow embodiment of centuries upon centuries of progressive intellectual and moral research. In view of such a measure of responsibility, they will feel called upon unreservedly to devote themselves and all their powers to the great cause of mental and moral advancement, by the agency of the powerful lever of elementary education—thoroughly to prepare themselves for this noble and deeply interesting task—and efficiently to co-operate with the great and the good of every clime, in the accomplishment of an object involving in its success all that the present has of promise, and the future of hope.

The "signs of the times" are indicative of an enlightened appreciation of an ample reward of their labors; the good wishes of every enlightened philanthropist is with them; and the blessing of Heaven will crown their exertions for the amelioration and elevation of humanity.

S. S. R.

PROGRESS OF EDUCATION.

COUNTY AND TOWN SUPERINTENDENTS; THEIR PLANS, THEIR LABORS AND THE RESULTS.

[For the District School Journal.]

BROOME.

Windsor, (Broome,) Nov., 1844.

FRANCIS DWIGHT, Esq.—DEAR SIR—I have not made much noise on paper in regard to the schools of this county, but not because no efforts have been made, or no favorable results arrived at; for all, even those who were strongly and are still somewhat opposed to the system, admit that there has been a decided improvement in the schools in this county, within the past three years; and no one thing evinces this improvement more strikingly, than the great and increasing demand for able and well qualified teachers; for, although the question in many of our districts is still asked, "How cheap will he teach?" yet in many others they substitute, "Is he capable? Is he efficient?" And this growing interest in the welfare of our schools was strongly evinced by the attendance at the Teachers' Institute in this county, which has just closed; and the attention which it created among those who have at heart the welfare of common schools. Our Institute commenced its session on Wednesday, the 16th of Oct. ult., and continued in session until Wednesday evening, the 30th ult. Sixty-five teachers were in regular attendance, besides others who could not make it convenient to attend during the whole time. This was a much larger number than I had anticipated, and was truly gratifying to me, in more senses than one. I was ably assisted in the daily exercises by Dr. Wheeler, Town Sup. of Chenango, and by E. M. Rollo, A. B. and Miss M. Hyde, Principals of the male and female departments of Binghamton Academy. The interest taken by those connected with the Academy, evinced a proper and healthy state of feeling; for the opinion has been but too rife, that if our common schools were elevated in their standard of education, they would injure our higher schools and academies: that the two were diametrically opposed. The principals of Binghamton Academy, however, took no such selfish and sordid views; they took the ground, that the higher the grade of education in our primary schools, the more the desire to pursue other branches in our higher schools; that our primary schools and academies occupy common ground—that they are but

"Parts of one stupendous whole."

Incidental assistance was also afforded by James M. Banks, Esq. of Bainbridge, Albert D. Wright, Esq. of Verona, H. Gillam, A. B. of Aurora, and J. H. Mather, Esq. of Hartford, Conn. An able course of lectures on Philosophy and Chemistry, was given by Dr. Davis of Binghamton. The class had also the privilege of attending his lectures on Physiology.

before the students of the Academy. Lectures were delivered in the evenings, in the courthouse as follows: by Jas. M. Banks, Esq., "On the duties of teachers in regard to District Libraries;" by Rev. Mr. Barker, on "The duties and responsibilities of teachers;" by Dr. Childs of Norwich, on "Man, morally and physically;" by Rev. Mr. Gregory, "Analysis of the Mind;" by Rev. Mr. Brace, "On the Natural History of the Scriptures;" and by Rev. Mr. Abbott, on "The culture of the Mind." The opening and closing addresses were delivered by the county superintendent.

The class was in session each day from 8 to 12 A. M., and from 1 to 5 P. M.; the evenings were occupied either in listening to addresses or by forming a "conversation circle." The different branches taught in our schools, were successively taken up, and different methods of teaching and subjects connected with school-keeping debated upon. The interest of the class was on the rise during the whole session, and the exercises were attended by many of the literary gentlemen of the county. Every thing connected with the Institute, has given me encouragement in the belief, that a spirit of improvement in education is abroad in the land.

I have previously sent you my circular, and a catalogue of the Institute.

Respectfully yours,
J. T. BRODT.

ERIE COUNTY.

Buffalo, November 6, 1844.

DEAR SIR—We have just concluded a two weeks session of a Teachers' Institute, held at Williamsville in this county. Notice of the intention to establish an Institute was given but a short time previous to its commencement, yet forty teachers, twenty-two females and eighteen males assembled to give and receive information, and to counsel and direct each other in the momentous task of educating the rising generation.

The Institute was organised by appointing Mr. S. Kingsley of Buffalo, chairman.

After some preliminary exercises the members of the Institute were arranged in classes, and recitations were heard from day to day in the different branches of education usually taught in common schools.

At the commencement of the exercises each day, the Rev. Mr. True gave lessons in orthography and the elemental sounds of the language. These lessons were rendered peculiarly interesting and useful, by the agreeable and thorough manner in which the information was communicated. The teachers not only told what the elemental sounds of the language were, but they collectively and individually made them.

Intellectual arithmetic was made a prominent study. Recitations in Colburn's First Lessons were heard each day; the solutions to the problems being given in a thoroughly analytical and logical manner.

One of the exercises in geography was for each member of the Institute to give in turn, a minute description of a state or country, setting forth its situation, its boundaries, its natural and political divisions, &c., without having a question asked either to aid the memory or for any other purpose. This plan was suggested as a means of teaching pupils facility of expression and a proper degree of confidence.

English Grammar received particular attention. At the close of each recitation in grammar or when a paragraph had been analysed, any member of the class was at liberty to suggest corrections, and under the direction of the chairman to produce authorities. In this way much information was elicited, a constant review was kept up and a deep interest in the exercise awakened.

Considerable attention was paid to the art of reading, and to the manner of teaching that and the other branches of elementary science.

The Rev. Mr. Horner of Buffalo; Mr. Hadley, principal of Clarence Classical School; Dr. Baker of Hamburg; Mr. Cole, principal of the Lancaster Academy; and Rev. Mr. True of Williamsville, favored the Institute with lectures upon subjects connected with common schools and with the business of teaching as a profession. The lectures were highly interesting and were well adapted to the purpose of awakening attention upon the subject of popular education.

Interlocutory meetings were held on several evenings during the session of the Institute, affording agreeable variety and eliciting much valuable information. The usual course of proceeding at these meetings, after appointing a moderator, was to select some subject connected with common school teaching or government, upon which any member of the Institute might ask a question. The moderator answered or appointed some one to answer, and then, under proper restrictions as to the time to be occupied, the views of any other member upon the same subject, if called for, might be given. As often as necessary new subjects were chosen. By proceeding in this manner both male and female teachers made known the result of their experience and observation, and thus many of the well laid plans by which they had individually succeeded in difficult and trying circumstances became the common property of all.

Near the close of the session a series of resolutions indicative of the objects to be secured by the formation of Teachers' Institutes, and of the beneficial results which might be expected to follow from the occasional association of teachers from different parts of the country, for purposes of mutual improvement, were introduced and adopted. There was also passed a resolution of thanks to the inhabitants of the place who had kindly extended the hospitalities of their homes to the female members of the Institute.

Yours respectfully,
ENOCH S. ELY.

[From the Fulton County Democrat.]

FULTON COUNTY.

MR. EDITOR—The sketch you published last summer of a school in the town of Oppenheim, has been the means of doing no little good, not in this county alone, but in other sections of the State.

It was subsequently published in the District School Journal, and thus found its way into most of the school districts of the State, and was probably read by most of the teachers. I have been informed by superintendents of other counties, that many teachers in their sections of the State were animated with a desire to equal, if they could not excel the "Oppenheim teacher"

in well doing; and were untiring in their efforts to accomplish that object.

I found during my visits to the schools of this county the past summer, that many of the teachers were making praiseworthy exertions to improve their schools; and with their means, were doing well, and were entitled to as much credit for their exertions, as was the teacher above alluded to. The good resulting from the publication of the former sketch, induces me to forward another of the same school, hoping that it may prove an incentive to very many other teachers to "go and do likewise."

The school-house has two rooms, the outer one being used as a depository for hats, cloaks, dinner pails and a washing apparatus.

Upon entering this outer room, the most prominent object that met my eye was the latter—consisting of pails, cups, wash-bowl, soap, comb, towels and looking-glass. The scholars were not allowed to take their seats in the school room, at any time during the day, without undergoing, if need be, a cleansing process. Upon entering the school-room I was struck with its neat and interesting appearance. The floor, seats and desks were kept as free from filth, as water, sand, soap and broom, could make them, and the seats and desks were almost entirely free from marks or cuts of any kind. The walls of the room were ornamented with neatly wrought wreaths of evergreens, and almost entirely covered with maps and drawings of various kinds. Mitchell's Outline Maps, Dr. Sewall's drawings of the human stomach, Dr. Collyer's drawings of the human head, showing the location of the mental faculties, several mottoes, and at least fifty specimens of drawings and paintings by the scholars, were suspended around the room, giving it a splendid appearance. Among the latter I recollect the following: "Rock of Gibraltar," "Saratoga Lake," "Moonlight at Sea," "Mt. Vesuvius," together with monuments, castles, geometrical figures, &c., and considering the ages of the scholars and the little time that had been devoted to the subject, the pieces were well executed. I also saw a printed Temperance Pledge with the scholars' names appended, and if I mistake not, the teacher informed me, that every scholar was a member.

Among the mottoes were the following: "Do to others as you would that others should do to you."

"We Cold Water Girls and Boys,
Freely renounce the treacherous joys
Of Brandy, Whiskey, Rum and Gin,
The Serpent's lure to Death and Sin,
Wine, Beer and Cider, we detest,
And thus we'll make our parents blest."

In addition to the above, the school-room was furnished with black-boards and a clock, and ornamented with flowers of various kinds. Upon shelves fastened against the windows, upon the front of the desks, and upon a table standing in the centre of the room, were placed numerous earthen and several glass jars, from which were blooming in all their freshness, several kinds of the fragrant geranium, pink, rose, dewplank, cactus, and many others. Besides which, boxes were placed before the windows upon the outside of the building, from which were starting up several kinds of plants of "larger growth," also in full bloom. As the cool refreshing breeze from the west, perfumed by the fragrance

of the flowers around, entered through the up-raised windows into the room, I felt that it was really an "inviting retreat," and that in such a place I could willingly spend my days. One might almost fancy that he had found the residence of Flora the famed Roman goddess and "Queen of all the Flowers," and that of her companion, Zephyrus, no less famed and admired by the ancient Athenians, for his frequent and refreshing visits during the heat of summer. All this was accomplished by teacher and scholars, during their leisure hours—mornings, noons and evenings; and while the scholars of many other schools were wallowing in the dust and filth of the streets, these in company with their teacher were perambulating the fields, and gathering the sweet flowers, with which to decorate their other, and which should be to them, their next best home, where the most of the likes and dislikes of life are formed. Now, sir, which is the most rational mode of recreation? Which will conduce most to the health of the mind and body? I will leave these questions to be answered by others, and return to the subject. The number of scholars was about thirty, and all under twelve years of age except one. All were furnished with books and of the right kind; all with slates and pencils; all with writing-books; made alike, made very nice, and kept so—all were taught phrenology, orthography, reading, definitions, mental or written arithmetic, geography, history, elements of natural and moral philosophy, physiology, English grammar, oral and written composition, declamation, penmanship, vocal music, linear drawing, painting, elements of astronomy and botany.

Among so many fine things, and so great a variety of studies, the enquiry in many minds would very naturally arise—are the more essential branches, spelling, reading, arithmetic, &c., well taught? I can answer in the affirmative. I was careful to notice the manner of teaching those branches, and was much gratified to find them correctly and thoroughly taught. The scholars were interrogated upon their lessons of every kind, and were not suffered to pass any, until well understood. They were kept constantly and pleasingly employed, and finally, were taught in such a manner, that their understandings were cultivated as well as their memories. The scholars were under good subjection, and appeared to be cheerful and happy, and well might they have been, for in addition to having every thing around them calculated to afford pleasure, their apprehensions were not excited by that "relief of barbarism," the rod. It appeared to afford the scholars pleasure to perform whatever was required of them by the teacher, and how could it have been otherwise, so long as they had ample proof, through the events of every succeeding hour, that the teacher had at heart their best, their truest interests. Were it not that I had already spun out this article to a much greater length than I intended, I could give you a sketch of the mode of teaching the different branches taught in the school, but as it is, this must suffice.

After so much has been said about this school, there are some, no doubt, who would be pleased to learn the name of the teacher. They shall be gratified, even though I risk her displeasure for not first obtaining her consent. The teacher of

this school, and which all things considered, is equal to any in the State, is Miss JENNETTE BROWN, of Oppenheim, in this county. She has the honor of holding a State certificate from Col. Young, and for her zeal and generous devotion to the interests of the young, well does she merit it.

F. B. SPRAGUE,
Sept. 1844. Sup. of Schools of Fulton Co.

[For the District School Journal.]
ORLEANS.

TEACHERS' ASSOCIATION.

Pursuant to notice, the Teachers' Association met at the Court-House in Albion, and was called to order by J. O. Willsea, County Superintendent, who briefly stated the object of the meeting. Mr. N. W. Butts was called to the chair, pro tem, and Mr. Chauncey Brown, appointed Secretary.

Mr. Isaac Cox, J. Fuller and H. H. Lewis, were appointed a committee on resolutions. Meeting adjourned until 1 o'clock, P. M. Meeting was called to order in the afternoon by Judge Penniman, President of the Association.

The committee on resolutions reported the following for the consideration of the meeting.

Whereas, at the present time men of every other profession are associating themselves together for mutual aid and advantage—therefore

Resolved, That it is incumbent upon teachers for their own protection and advancement in the scale of public opinion, and for the benefit of those under their charge, to associate themselves together to hold converse with each other as often as practicable, and in every honorable way within their power, to promote good fellowship and brotherly kindness among themselves, thereby presenting opportunities which must produce the most beneficial results. *Whereas*, order is nature's first law—Therefore

Resolved, That in the common school, where most children receive their practical education, a strict course of discipline should be adopted and maintained by every teacher.

Resolved, That we as teachers, do now discountenance corporal punishment entirely; but we believe that other means if properly administered at the proper time, will generally supersede the necessity of such punishment by securing submission on the part of the pupil.

Resolved, That the District School Journal furnishes the best and most economical method of becoming acquainted with the condition of common schools, past and present, as well as the most approved methods of teaching, not only in this, but in foreign countries; and that it should be placed in the hands of every teacher of common schools in this state.

Resolved, That we recommend to teachers to hold public examination at the close of each term, and that they invite the parents and guardians of the children, and all other persons interested to attend at such examination.

Resolved, That we regard the Normal school as one of the best means that has hitherto been devised to qualify teachers for the discharge of their important duties; inasmuch as its tendency is to introduce a uniform method of teaching, and to bring into use a uniformity of text books.

Resolved, That in the opinion of the Teachers' Association of this county, the course pursued by J. O. Willsea, the present Superintendent of common schools in this county, is praiseworthy and conducive to the interest of common schools.

Resolved, That Mr. J. O. Willsea be requested to act with the town superintendents, to organize town associations, and they are to act as auxiliaries to the county association.

Resolved, That the teachers of the county of Orleans, are earnestly requested to come together at Albion, on the first Friday and Saturday of February, 1845, to re-organize a Teachers' Association, and that Mr. J. O. Willsea and the several town superintendents be requested to use every effort to procure a general attendance of teachers.

The association then appointed Mr. H. H. Lewis, to prepare an address to the citizens of Orleans county.

Resolved, That the proceedings of this association be published in the Orleans Republican, Orleans American, and District School Journal.

WM. PENNIMAN, Pres.

E. D. BACON, Sec.

[For the District School Journal.]
SUFFOLK.

A convention of superintendents, teachers and friends of common schools, was held at Riverhead, in the county of Suffolk, on the 2nd and 3d days of October inst. The meeting was quite numerous attended and a considerable degree of interest was manifested, not only by superintendents and teachers, but by others present, in the cause of common school education; the promotion of which in this county, was the object for which the convention had been called. A number of political meetings were being held at the same time in the immediate vicinity of this convention, and the subject of politics being so all engrossing as it is in this county, as well as throughout the country at this time, this tended to detract very much from the interest that would otherwise have been had in the meeting. Thomas H. Palmer, Esq., was present and delivered a number of lectures, all of which were very well received, but more especially his lecture on moral education, which met with a hearty response from a great majority of those who heard it. The convention was addressed by others also on the general subject of education, as well as by authors and agents of school books, who spoke of the merits of their respective works. The convention was very harmonious and unanimous in all its action, and all were willing to award to the objects of the meeting the assent of their understandings, though all were not inclined to take any efficient action in the premises. There were one or two individuals however, from the county of Orange, who were disposed to intrude themselves upon the convention, and to avail themselves of that opportunity to attempt to sow some of those dissensions in this county, which they may have been instrumental in effecting in their own county: but they met with such a reception as will probably prevent their making the like attempt again in this county. A committee of seven was appointed to consider and report on the subject of text-books, which report is hereto appended. This commit-

was principally composed of teachers, and it will be perceived that they are rather careful about making any particular selection. The want of system in our common schools was felt to be a very great evil, and something of a uniformity in this particular was thought to be very desirable in this county, inasmuch as teachers are generally changed every few months. A committee was appointed to report on this also. This committee merely reported a plan of school exercises, as taken from a card which is kept suspended in the school-room of one of their number, and practised upon by him. This also is herewith sent

Suffolk County, Oct. 21, 1844.

"The report on text-books omitted for the reasons assigned in the last Journal."—Ed.

PLAN OF SCHOOL EXERCISES.

FOR MONDAYS AND FRIDAYS.

Forenoon Exercises.

1st	From 9 o'clock to 10	Reading.
2nd	" 10 " "	10½ Mental Arithmetic.
3rd	" 10½ " "	10½ Recess.
4th	" 10½ " "	11 Spelling Classes.
5th	" 11 " "	11½ Prac. Arithmetic.
6th	" 11½ " "	12 Recitations.

Explanations.

1. The classes in Alphabet are attended to first, after which the reading classes in regular succession.

2. The questioning of the class having just finished reading, shall be the signal for the next class to be ready to read, so that at the moment the class which has read is seated, the next class shall be formed.

3. After reading, the scholars who are not studying Arithmetic, will proceed to writing on slates, and those in Arithmetic will prepare for a mental exercise in that study.

4. The male scholars will first take a recess of 7½ minutes, during which time the females will be supplied with water. After which the females will take a recess, and the males will be supplied with water.

5. After recess, the scholars not in arithmetic and who are learning tables, or lessons in the spelling book, will proceed to those studies, and the scholars in English grammar, will prepare a lesson for recitation.

6. The exercises in practical arithmetic, consists in the solution of examples on slates and illustrations with the black board.

Afternoon Exercises.

1st	From 1 o'clock to 2	Reading.
2nd	" 2 " "	2½ Prac. Arithmetic.
3rd	" 2½ " "	2½ Recess.
4th	" 2½ " "	3 Spelling Classes.
5th	" 3 " "	3½ Prac. Arithmetic.
6th	" 3½ " "	4 Recitations.

Explanations.

1. The scholars in geography, will omit the reading exercise and prepare a lesson in geography for recitation.

2. After reading, the scholars in arithmetic will proceed to that exercise, and those not in arithmetic will write on slates.

3. If any of the scholars learn their lessons in

Geography before half past two, they may devote the surplus of that time either to practical arithmetic—drawing, or writing on slates.

4. The scholars learning definitions in spelling books or dictionaries, and those who spell out of the book without definitions, will proceed to those studies immediately after the recess; all others in arithmetic will proceed to that exercise.

FOR TUESDAYS, THURSDAYS AND SATURDAYS.

Forenoon Exercises.

1st	From 9 o'clock to 10	Reading.
2nd	" 10 " "	10½ Mental Arithmetic.
3rd	" 10½ " "	10½ Recess.
4th	" 10½ " "	11 Spelling Classes.
5th	" 11 " "	11½ Prac. Arithmetic.
6th	" 11½ " "	12 Rec. in Tables, &c.

Afternoon Exercises.

1st	From 1 o'clock to 1½	Reading.
2nd	" 1½ " "	2½ Writing on Paper.
3rd	" 2½ " "	2½ Recess.
4th	" 2½ " "	3 Spelling Classes.
5th	" 3 " "	3½ Prac. Arithmetic.
6th	" 3½ " "	4 Spell. and Def., &c.

Explanations.

1. The reading exercise during the first quarter of an hour is performed by the assistance of monitors.

2. An hour and a quarter is allowed for the writing exercise, but if any of the writers perform their part to the satisfaction of the teacher before the expiration of that time, they may devote the surplus of that time to practice at arithmetic, drawing or writing on slates.

WEDNESDAYS.

Forenoon Exercises.

1st	From 9 to 9½	Reading.
2nd	" 9½ " "	9½ Review in History.
3rd	" 9½ " "	10 " Arithmetic.
4th	" 10 " "	10½ " Geography.
5th	" 10½ " "	10½ Recess.
6th	" 10½ " "	11 Spelling Classes.
7th	" 11 " "	11½ Review in Eng. Grammar.
8th	" 11½ " "	12 " Tables, Punc. &c.

Afternoon Exercises.

1st	From 1 to 1½	Reading.
2nd	" 1½ " "	2½ Composition on paper.
3rd	" 2½ " "	2½ Recess.
4th	" 2½ " "	3 Spelling Classes.
5th	" 3 " "	3½ Comp. transfer'd to paper.
6th	" 3½ " "	4 Spelling and Defining.

WESTCHESTER COUNTY.

Extract from the Annual Report of J. Hobbs, County Superintendent.

MANY of the schools of the county, I am happy to say, are in a very flourishing condition. In them, I found well qualified teachers, faithfully and successfully laboring, though frequently under many disadvantages, in training youth of both sexes in the principles of science and virtue, in a manner not surpassed in any of the higher institutions. Such teachers deserve the gratitude and respect of the community in greater proportions than they generally receive. There are, I am sorry to say, some schools of a very opposite character. In them, I found teachers whose only business seemed to be, to hear

their pupils read a certain number of times, (and that in a very careless manner,) to work a certain number of sums, and "get the answer" without asking them one question, or making them understand that there was any meaning in what they had read, or why the answer was obtained to their sums. The only recommendation such teachers present, (and that can have no weight with any but those who set a higher value upon their dollars and cents than on the immortal minds of their children,) is the cheapness of their wages. How often the saying is heard, "such a teacher will do for our school," "our children are not very forward." I would say to such persons, your children never will be forward under such instruction. Persons in whom are combined all the necessary qualifications for good teachers, are not so easily found as some would seem to imagine. I have found a less number who have failed for the want of learning, than for the want of a faculty of imparting knowledge, and in discipline.

In some districts, I found the trustees and inhabitants, taking a very commendable interest in their schools; visiting, encouraging both teacher and pupils; supplying them with books and apparatus; in a word, doing their duty. But in a larger number I found an entirely different state of things. A teacher is employed by the trustees, directed to a place, called a school-house, and there suffered to work his way, without books, without apparatus, without a visit,—nay, it would seem, without a thought from his employers, from the beginning of a term to the end of it. In some districts, if they can have a school long enough to answer the requirements of law, and to expend the public money, it is all they do,—all they wish.

The law authorizing trustees to tax the inhabitants to pay the tuition of indigent children, and to supply the school with fuel, meets with great opposition; from persons too from whom we ought to expect better things; from persons who would wish to be considered patriots; nay, from some professing to be christians. I know of one of the last named, who expended from ten to fifteen dollars in litigation, rather than pay a tax of one dollar fifty-four cents, for the repairs of a school-house, which was judiciously expended.

In some districts, it is difficult to find suitable men, willing to act as trustees; knowing the opposition they will have to encounter, in the discharge of their official duty. "As the teacher, so the school," is already passed into a proverb; to which I will add; as the school, so the neighborhood; for in my peregrinations through the county, where I have found a well constructed, well furnished school-house, and a good school kept therein, there I found an enlightened, sober, moral, and religious community; and vice versa.

There appears to be a shortsightedness on the part of those whose only object is *lucre*. For what intelligent man does not know, that it is less expensive to support schools, than to support almshouses, courts of justice, prisons, &c. ? If the former were properly supported, the latter would need none. Who does not know that a farm in an enlightened, well educated community, will bring twice as much in the market, as in one of the opposite character! Who will purchase a residence in the vicinity of a dilapidated, miserable school-house and school?

Surely no enlightened man, unless he means to become a missionary. In proof of this, I will record one example, which was related to me when visiting schools. "A person wishing to purchase a farm, took up a newspaper, saw an advertisement of a farm for sale; the description suited him. A few days subsequent, he met with a person from the vicinity of the said farm; of him he obtained a description, with which he was well pleased; he then enquired concerning the schools? After hearing their description, he replied, "I would not take the farm as a gift."

WYOMING COUNTY.

Teacher's Institute, Oct. 17, 1844.

F. DWIGHT, Esq.—DEAR SIR—I write you a word from our Institute; we have now before us 65 to 70 teachers engaged in mutual instruction for improvement in the great science of teaching, and to the credit of our female teachers, although not regarded as winter teachers, many of them are present, adding great interest to our exercises. This is the second week of our meeting; we are deeply engaged and much interested. We have had Mr. Fowle and Mr. Fitz of Boston, with us, from whom we have received many new and valuable suggestions, which will be felt in this region for many years to come. Our teachers were delighted with both of them. Mr. Fowle gave us many valuable hints in relation to teaching grammar, writing, composition, &c., and on the government of schools. Mr. Fitz, with his common school music for children, created a feeling of interest in this respect unlike any before known among us, and from the effect of which we shall not soon be likely to recover. There is something in these meetings of teachers, which is not only inspiring them with new zeal and energy, but is securing a union of effort on their part, more valuable than any thing known to me that has been before tried. They are becoming one united band of sisters and brothers in the great cause of their country's preservation; each possessing by means of mutual communication, the knowledge of all, to a very great extent.

The Allegany Institute is 16 miles southwest of us, with over 130 teachers, deeply engaged. There is also an Institute in Genesee county, 16 miles northwest of us; I believe doing well. 27 miles still further northwest there is one at Albion, Orleans Co., under Messrs. Wiltsa and Reynolds, engaged with good success in the same cause.

Our summer school celebrations passed off remarkably fine. In 9 of the 13 towns in the county, celebrations have been held, at which at least 4,000 school children in procession have been present. The last was in Covington, on the 28th Sept., and much to the praise of the scholars and teachers, and to the credit of the inhabitants of the town, the exercises were ably conducted and well attended. Some of the banners and mottoes were peculiarly beautiful and touching. The bordering, flowers and mottoes on one banner in district No. 6, were embroidered with colored worsted by the young ladies of the school. In the centre encircled in a green wreath was the motto, "CANDIDATES FOR GOOD CITIZENS," in large capital letters; and the unmusical expression there was that *all the candles*

dates should be elected. On the other the motto was, "Knowledge, like virtue, is imperishable." These perhaps may not be said to be the best, but only a specimen of the banners on that most interesting occasion. Of the exercises, it would be difficult to speak by way of discrimination, when all were so good. I will only further say that I have increased confidence in these institutes and celebrations. I believe the institutes worthy the attention of those officiating in the first department of our common schools, and also the legislature. Truly yours,

A. S. STEVENS.

TEACHERS' INSTITUTE.

At a meeting of the members of the Teachers' Institute, held at Perry Centre, on Friday, the 18th of October, 1844, the following Constitution was reported by a committee appointed for that purpose and unanimously adopted:

ART. 1. This society shall be called the "Wyoming County Teachers' Association;" its object shall be to arouse public attention on the subject of education, the improvement of teachers in their professions by an interchange of views, and the general advancement of science.

ART. 2. The officers of this association shall consist of a president, thirteen vice-presidents, a secretary and treasurer, who shall perform the usual duties pertaining to their respective offices, and shall continue in office one year and until a new appointment shall be made.

ART. 3. The parliamentary rules of other deliberative bodies shall be the common law of this association.

ART. 4. Any teacher of the county may become a member of this association by subscribing to its constitution; and the deputy superintendent of the county, and the several town superintendents, shall be ex-officio members of this association.

ART. 5. This constitution may be amended by a vote of two-thirds of the members present at any regular meeting of the association.

The association was fully organized by a choice of the following officers for the ensuing year:

President—J. S. DENMAN, Attica.

Vice-Presidents—H. C. Bishop, Attica; John B. Day, Bennington; A. L. Cook, Castile; J. L. Enos, China; Joseph Durfee, Covington; N. A. Calkins, Gainesville; C. Ewell, Middlebury; Daniel Richards, Orangeville; Charles B. Reed, Sheldon; Daniel A. Knapp, Warsaw; L. H. Lighthall, Wethersfield; C. A. Huntington, Perry; and P. H. Warren, Java.

Secretary—C. J. Judd, Warsaw.

Treasurer—M. A. Pierce, Perry.

The following resolutions were then moved and adopted;

Resolved, That Miles A. Hinman, of Sheldon, and Ezra Bishop, of Attica, be hereby constituted honorary members of this association.

Resolved, That the proceedings of this meeting be sent, with a request for publication, to the several newspapers of this county, and also to the District School Journal, Albany.

Resolved, That this association adjourn to meet at the Court House, in the village of Warsaw, on the first Saturday in December next, at 9 o'clock, A. M.

DISTRICT SCHOOL JOURNAL.

ALBANY, DECEMBER, 1844.

THE JOURNAL.

The succeeding numbers of the Journal will consist of twenty-four pages. The four outer pages will be devoted to advertisements of textbooks, and this part of the sheet should be removed when the Journal is bound.

Could we have obtained suitable paper, this number would have been printed in the proposed form.

EXAMINATION OF TEACHERS.

We have, during the past year, adopted, with some slight modifications, the Philadelphia method of examining teachers, and having fully tested its great excellence, we venture to recommend its trial to the school Superintendents.

An examination should be deliberate, thorough and impartial.

"You hurried me,"—"I could have answered every question you asked him,"—"I was frightened and could not think"—are the expressions of dissatisfaction often heard from the disappointed candidates, and in these, not unfrequently, parents and children join in censuring the injustice of the examiner.

Certainly, a method of examination, so obviously just as to defy these and similar censures, must commend itself to every mind, and such is the method to which we ask attention.

Let a series of questions be previously prepared by the Superintendent, and when the candidates for certificates are assembled, let each write on paper answers to the proposed questions. The questions should relate to all the common school branches, and if prepared with care, will sift the minds of the candidates.

We give a few of the questions used in Philadelphia by the Board of Examiners, merely as examples. They are numbered, that the teachers may number their corresponding answers.

THEORY OF TEACHING.

1. What points are especially to be attended to in the reading lessons of children sufficiently advanced to be in a Grammar School? Should such lessons be assigned and studied beforehand? How should the exercise be conducted?

2. Should Spelling continue to be one of the regular exercises of children sufficiently advanced to be in a Grammar School? If so, how much time should be given daily to the exercise, and how should it be conducted?

3. How would you teach Writing? What is the connexion between drawing and writing?

4. How would you teach Geography? Should the text of the Geography be committed to memory? Should the questions on the maps be answered by the pupil without the map before him? Should the pupil be required to make maps? If so, why and how far?

5. What parts of Grammar should be committed to memory? What should be learned first? When should children begin to parse?

SCHOOL GOVERNMENT.

1. What are the principal sources of disorder in a school room?
2. Should talking among the pupils be entirely excluded?
3. How would you prevent injury and defacement to the books, desks, floor, &c.?
4. By what means would you secure obedience and attention to study? Would you in any case resort to corporal punishment?

HISTORY OF THE UNITED STATES.

1. Where and under what circumstances was Washington obliged to surrender?
2. What is "Mason and Dixon's line," and what is the origin of the name?

GRAMMAR.

Parse the following sentences.

1. "To reign is worth ambition, though in hell."
"Worth the chase, we worth the day,
That costs thy life, my gallant Gray."
2. Correct the following sentences, giving your reason for each correction.
If he learns the children to behave good, it is more than his predecessor ever done. Lysias promised his father never to abandon his friends.
3. Parse the words italicised in the following sentence.
"Wisdom, though richer than Peruvian mines,
And sweeter than the sweet ambrosial hive,
What is she but the means of happiness?
That unobtain'd, than folly more a fool;
A melancholy fool, without her bells."
4. Give the meaning and etymology of the following words: *intermit, fulsome, perquisite, rectitude, manifold, revert*, with sentences illustrating the use of the words defined.
5. Parse the words italicised in the following sentence:
"Were I Brutus, and Brutus Anthony, there were an Anthony,
Would ruffle up your spirits, and put a tongue
In every wound of Cæsar."

ARITHMETIC.

1. Express in words .00710301.
2. Explain the following terms as used in Arithmetic; *common measure, primum, progression, involution, evolution*.

When the answers are all-written, let each candidate sign his name to his list, and hand them to the superintendent, who should, at once examine them, and point out errors, inviting the discussion of moot questions, and offering such remarks as will make the answers of each useful to all. The ultimate decision can usually be made more judiciously on a subsequent day, and then more delicately communicated to the unsuccessful applicants.

This method, says the town superintendent of Coeymans, in communicating the result of his examination, on the 15th ult., "is fairer, more thorough and more satisfactory than any other," and such will be the decision of all, who faithfully test its utility.

We do not, however, recommend that this should be a substitute for all other methods, but while we use oral examination, black-board, slate exercises, "sentence framing, vocabulary gauging," &c., to vary the labor of the day, we rely mainly on this, to turn up the weeds of the mind.

And we have been amazed, at the ignorance of common principles and simple rudiments, thus forced upon our attention.

A MAP OF THE STATE OF NEW-YORK.

Shall the schools make the Legislature of the State, a present of a more perfect map than has ever been published?

It can be done, and without much difficulty. Let some of the leading schools of each town, take Burr's county map as a basis, and from it lay down the map of their town, on the scale of a mile to an inch. Then, let all necessary corrections be carefully made, and—judging from the county of Albany—these will be numerous.

By comparing the maps thus prepared in two or more schools, the town superintendent can forward to the county officer, that which is correct, and the County Superintendent may readily have the several towns carefully combined in one map, by some skilful pupil of the common schools, and retaining one copy for his own use, forward the other to our honored State Superintendent, for such disposition as that officer may see fit.

That this can be done, and with such taste and beauty as to prove most honorable evidence of our schools, we doubt not. In Albany, arrangements are already made to produce a map, on or before the 15th of February, and we hope that not only the counties which exhibited such beautiful specimens of mapping at the Convention, but all others, will show that Albany county neither in this, nor in any thing else, can take or keep the lead in the glorious career of general improvement.

TEACHERS' DEPARTMENT.

Manchester, Nov. 18, 1844.

MR. DWIGHT—SIR—Among the many valuable criticisms contained in your paper we occasionally find some wholesale denunciations which we as teachers feel are rather severe. The Oct. No. contains a remark of this kind, from the pen of Dr. Alcott. He says, "teachers seem to think that if their pupils read over a certain number of pages daily and make no glaring errors, they will at some time or other, and some how or other, become good readers; like the carder of wool or cotton who puts the raw material into one end of the machine, expecting after a certain number of revolutions a proportional quantity of rolls, (he hardly knows how or why) will make their appearance at the other." Now what teacher of common sense would expect to teach the sublime art of reading by such a mechanical process, I am at a loss to determine. The learned Dr. may have been acquainted with such; but if he had been acquainted with the

practices of some teachers in western New-York, he would not have formed so low an estimate of their efforts in that branch as the extract above seems to show. He could be pointed to teachers, who for the last ten years have not suffered a lesson to be read, or hardly a word spelled by the smallest pupil without examination of its import or use, or some question or remark to elicit thought on the part of the learner. It is an old maxim but a true one, that "one mend fault is worth half a dozen find faults," and if learned critics would descend from high Olympus and spend a little time in visiting common schools, animating them by their presence, and giving a little instruction to the careworn teachers, their condescension would be gratefully appreciated, and doubtless the schools be abundantly benefited. We readily admit the necessity of improvement in ourselves as teachers, but to be so belittled en masse as to be made mere machinists we do think rather humiliating. The want of uniformity in reading books has been a subject of much complaint, and indeed of great embarrassment to teachers, in giving instructions in that branch, without much alleviation of the evil. As you invite "teachers to communicate the results of their own experience," permit me humbly to suggest to teachers to supply themselves with a variety of suitable works and loan them to their pupils. The expense it is true is quite an item, but the rapid improvement of pupils, and also their cheerful, happy and even grateful acceptance, is a remuneration which few of those teachers who have made the experiment would be willing to lose for the degrading consideration of cash, when put in competition with the elevation of immortal minds, whose first impressions so often stamp their future destiny. That you, sir, may be instrumental in communicating many benefits to teachers, and through them to the whole race of mankind is the earnest wish of your humble, yet obliged subscriber,

RUTH ARNOLD.

DIRECTIONS FOR PRACTISING DICTATION

In the Primary Schools, and Primary Departments under charge of the Public School Society, New-York, June, 1844.

- Order 1st. Attention.**—Every child in his place—sitting erect,—with hands fixed,—feet square on the floor,—heels near together, and toes turned out.
- 2d. Take Slates.**—The Slates are taken out, and laid square on the Desk;—the left side in a line with the centre of the breast.
- 3d. Clean Slates.**
- 4th. Hands fixed.**
- 5th. The left hand on the Desk, resting flat.**
- 6th. Take pencils.**

While this is being done, the attending Monitors who are assigned, one to each Desk, get ready their box of pencils; and, as the Slates are laid on the Desks, they pass through, and see that each is properly adjusted; and after the Slates are cleaned off, they pass rapidly along in front, dropping a Pencil on, or by, each Slate. Then falling behind, and passing back and forth, they correct what is wrong, while dictation is going on;—the

stands, in the meantime, being supplied with appropriate boards.

- 7th. The Teacher, or Monitor,** [as the case may be,] commences, and names the word on the first board; those that are to write that word, repeat it in concert. She then spells it, enunciating each letter distinctly,—the children repeat and pronounce it. Then, while she points to each of the letters in succession, the children name them, and finally, pronounce the word.

- 8th. Write.**—Then passing to the next,—and so on through the whole, she returns, and repeats,—turning the board. Change the boards, and repeat,—and change and repeat again,—when they will have written, each, six words.

- 9th. Clean Slates,**—and go through the same process.

This, with due rapidity, may be done three times in the half hour; when, each child will have once written, and twice spelled and pronounced, 18 words.

The orders may all be given by motion.

The words must be written in perpendicular column, commencing at the top of the Slate, on the left hand corner; and those who can, must continue writing each word on the same line, till the next is given out.

The boards are designed chiefly for the 3d, and lower classes.

To the higher classes, more difficult words, and words with definitions, must be dictated.

The 4th class all respond and spell the word once.

In the 5th, only one child responds.

Every Teacher and Monitor is called upon to make this exercise, (Dictation,) a matter of careful study, on account of its high utility, as a means of mental and physical culture. It awakens the attention,—excites intellectual activity, and develops the dormant energies of children, more effectually and more, agreeably, than can be done by any other school exercise whatever.

You have in it, the commanding silence, the erect, easy, and appropriate posture,—the eye all alive to catch the first signal,—the muscles all set and braced for the quick and exact movement.

As the eye rests on the word on the board, the mind begins its operations:—when it is pronounced the ear lends its aid;—when each letter is enunciated, the analyzing process is required, and the memory is laid under contribution;—when the response of each falls upon his own ear, another impulse is given;—and finally, there is the manual process of transferring the word to the Slate. In these successive steps, we find the eye, the ear, the tongue, and the hand aiding and impelling the mind through a series, of exercises, of the highest importance in expanding and training the youthful intellect.

During Dictation, when properly and energetically performed, (and it must be done with all possible despatch,) the child can get no chance to play, sleep, be idle, or do mischief. The process is, itself, the best and most perfect drill for order. This exercise must not be suspended, to put one right, or to speak of wrong;—for, though Dictation is a valuable exercise in learning to write, correct writing is to take up no part of the attention, during its performance.

One half hour each day is set apart for instruction in writing, exclusively,—which is all sufficient, without interfering with Dictation.

It will thus be seen, that this valuable exercise of Dictation for writing on Slate, is intended for the purpose of teaching Orthography, and a knowledge of the script character, as fast as the pupils advance in ability to read the Roman or printed text,—also, to give the pupils an aptitude to transfer correctly to the Slate, what is deposited in the mind;—all which will eventually make them good spellers, correct writers, and accurate copyists.

Each and every Teacher is instructed, and enjoined to make herself thoroughly and practically acquainted with the principles and details of this Dictative system; to cause their Monitors to be thoroughly instructed therein; and to practise it three separate half hours each day, with the most rigid exactness and promptitude.

[For the District School Journal.]

FREE SCHOOLS.

Syracuse, Oct. 17th, 1844.

MR. DWIGHT—The undersigned having been appointed a committee, by the Onondaga county Teachers' Institute, for the purpose of preparing the report of the committee on free schools for publication, herewith transmit a copy of said report for the Journal, in pursuance of a resolution of the Institute.

Yours, &c.

WILLIAM BARNES,

DAVID PARSONS,

NEHEMIAH P. STANTON, Jr.

The Committee on Free Schools respectfully report: That they are deeply impressed with the incalculable importance of this subject to the best interests of the American people. We believe that the time has arrived when the discussion and agitation of this question is called for, and when it would be productive of good results. The committee are in favor of the free school system for the following reasons:

I. We maintain that every human being has a right to intellectual and moral education; that it is the duty of government to provide the means of such education to every child under its jurisdiction. Man is not born with the matured mind which education produces; unlike the brute creation who receive by nature the knowledge necessary for their future support and happiness, men totally uneducated would die or live in misery. The intelligence of brutes remains stationary for ages; man has the capacity of continual progression, he seems designed for a state of education and progressive improvement. If man in a state of total helplessness and without the natural education of the brute creation has no right to demand the intellectual and moral culture so essential to his existence and happiness from his fellow men, then his right to "life and liberty" are of no consequence. The right to the air we breathe is not more necessary to physical existence, than culture to mental health. Who would accept the gift of life unaccompanied with the cultivation of the intellect and moral faculties?

The community, or government, its representative, is bound to provide the intellectual and moral culture, without which the people will be miserable; the presence of uneducated persons

in the body politic impairs the happiness of other members, we feel sorrow for their degradation and are injured by their actions and crimes. Government conceives it to be its duty to construct "internal improvements"—how much stronger is the obligation to make improvements on the uncultivated soil of mind? If for the common benefit our government is bound to build jails, prisons, lunatic asylums, canals, &c., the duty to educate the people is as much greater, as the results of it would be more beneficial than the construction of those works.

II. As a means for the prevention of crime we approve the free school system. The cause of crime is a defective moral education. The means which government uses to reform the offender and prevent the repetition of the offence, have but little influence to effect those objects; they do not reach the cause of crime, to wit: a defective moral training. Accordingly we find that men often commit crimes as soon as they are at liberty, and even while witnessing the execution of criminals. Were crimes any the less frequent when the tortures of past ages were used? Were crimes more unusual in England in the time of Blackstone, when 160 offences (Blk. Com. IV. 13,) were punished with death, than they are at the present time in our own state, where 3 only (Rev. Stat. II. 656.) are so punishable? It has become an established maxim in criminal jurisprudence that unreasonably severe punishments defeat their objects by making crime more frequent. It will be found to be universally true, the minimum of crime exists where the maximum of moral education is found. The prevention of the repetition of crimes by the offender or others, the great object of human punishment, has never been attained and never can be by the present system: *the diseased moral nature must be cured or the cause of crime will ever remain.* In view of these facts, does not a system of prevention which strikes at the foundation of crime become the imperative duty of government?

III. The free school system is in accordance with the nature of our democratic institutions. Is it not proper that persons created with equal rights and destined to govern our nation, with whose right action our happiness is intimately connected, should receive the education so necessary to a correct discharge of their duties? Why should the child of accident alone receive that intellectual and moral culture which *angelizes man*? Let the children of our nation have equal privileges for ennobling themselves from brute existence.

"Perhaps in this neglected spot is laid,
Some heart once pregnant with celestial fire;
Hands that the rod of empire might have swayed,
Or waked to ecstasy the living lyre."

[Gray's Elegy.]

Under the free school system the Washingtons, the Franklins, the Henrys, the Jeffersons, who live and die unknown, would live to benefit, to purify and exalt the race. From the immutable laws of mind the largest part of the great men of our country must come from the poorer classes. The children of the rich do not generally form those habits of energy or perseverance, steady, unwearied, continuous labor, without which no man can attain eminence. The free school system would benefit the poorer classes and develop talent, which now is chilled by the Greenland winds of poverty—it would benefit

the children of the rich by learning the— to them invaluable lesson—that they are just such beings as the children of the pauper, and that if they would attain greatness they must work and toil with untiring energy and perseverance. Free schools are truly the American system of education. They have been in successful operation in several of the cities of our state and Union.

The committee indulge the hope that the state of New-York will soon extend her liberality and either by a tax or general fund system, assume the entire support of our common schools. The committee report the following resolution.

Resolved, That we approve of the *Free School System* and recommend its adoption in this state.

Respectfully submitted.

WILLIAM BARNES,
DAVID PARSONS,
CHANCEY C. LOOMIS,
JANE E. STEVENS,
MARY A. HITCHCOX.

Committee.

TO SUPERINTENDENTS OF COMMON SCHOOLS IN THE STATE OF NEW-YORK.

The State Agricultural Society respectfully invokes your attention to the measures now in progress for spreading Agricultural and Horticultural Information, through the instrumentality of suitable books in the Common Schools and Public Libraries. As was remarked in a former appeal to you, "the interest you take in the welfare of society, evoked by your services in the cause of Education, warrants the belief that you will freely use your influence in promoting Agricultural Improvement: And Modern Agriculture, enlisting the aid of Science in rendering the culture of the Earth more profitable for Human Industry, is a powerful auxiliary in promoting a desire for Knowledge, which must be widely felt through its effects in sustaining our valuable Common School System—for it needs no argument to prove that where Knowledge is appreciated and Industry respected, the means of Education will be sought and sustained with proportionate avidity."

The intercourse between the Superintendents of Common Schools and the People throughout the twelve thousand School Districts of the State of New-York, affords those officers immense opportunity for promoting the objects above mentioned. The County Superintendents who are now particularly addressed, may be the means of exciting increased attention to those objects on the part of the town Superintendents; and both classes of Superintendents have abundant opportunity for arousing interest, not only among the teachers and pupils, but among the farming communities wherein the schools are located. Wherever Superintendents or other persons have exerted influence in this way, the beneficial results are sufficiently obvious to stimulate other persons to "go and do likewise" within their respective spheres. To the chronicler in future times—times when the interests of Agriculture shall assert due influence in the education of our race—it will probably appear as a remarkable feature of the present and preceding ages, that the *social business of society, the culture of the Earth, is yet very generally, as it has until lately been almost entirely, excluded from the schools of youth and the studies of manhood.*

The efforts now in progress are attended by cheering indications of satisfactory results. The State Agricultural Society considers it a prominent object to advance the movement, by the offer of numerous premiums for Books and Essays embodying Agricultural information suitable for diffusion throughout the Schools and Libraries every where in the commonwealth. By these means of information, reaching into the immediate neighborhood of every farmer's family, the concentrated Agricultural intelligence of the age (scientific and practical) may be placed in reach of every human being within our borders: And with such facilities for improvement, it cannot be doubted that, if attention is properly turned to the subject, the consequent "improvement of the Soil and the Mind" will redound largely to the welfare of the State in all its interests, Educational as well as Agricultural and otherwise.

The Common School Organization, it is repeated, may

be rendered immensely beneficial in furthering these great objects: And to the Officers and Teachers of the Common Schools and Managers of the Public Libraries throughout the twelve thousand districts of the State, another Appeal is hereby made to combine their efforts with those of the State Agricultural Society in introducing Agricultural and Horticultural Books and Studies within the range of their widely extended influence.

The County Superintendents and other friends of Education to whom copies of this Circular are addressed, are earnestly invoked to express their views on these subjects in School District meetings, through the public papers, or in communications to the State Agricultural Society. The opinions expressed by sundry zealous friends of the cause are embodied in the pamphlet lately issued by the State Society, (and of which a copy is herewith sent to you or to the Postmaster at your residence,) under the title of "Arrangements for Diffusing Agricultural Knowledge through the instrumentality of Common Schools and Public Libraries, with the co-operation of the Officers of the Common School Organization." It will be noticed that, foremost among the friends of the movement whose letters are published in that pamphlet, are Henry Barnard of Connecticut and S. S. Randall of this State—gentlemen distinguished alike for zeal and ability in promoting the Educational interests of their countrymen. The County Superintendents throughout the State, to all of whom copies of this Circular (along with the pamphlet) are addressed, are respectfully requested to express their opinions as soon as practicable, (as early in December as may be) and to forward their letters to the Hon. JOHN GAZCO, chairman of the committee to whom the subject was specially referred, or to the undersigned at Albany, for arrangement with other documents on the subject before the Annual Meeting of the State Society in January, when the Committee will make a further Report of their proceedings. It is particularly desirable that the School Superintendents of the several counties, and other friends of Education and Agriculture, should also express their views concerning the best mode of rendering the State Normal School conducive to those objects, by the establishment of a professorship of Agriculture, or otherwise, &c. &c.

In behalf of the above named Committee of the State Agricultural Society,

HENRY O'RIELLY, Secretary.

VERMONT.

In the last Journal, we gave an extract from Gov. Slade's Message, relating to the improvement of the system of common schools. Our readers will see with pleasure, that the first step is taken towards adopting a plan, modelled after New-York's efficient and successful system.

Saturday, Oct. 26, 1844.

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[For the District School Journal.]

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BY S. W. SETON, GEN. AGENT OF NEW-YORK PUBLIC SCHOOLS.

In the progress of elementary instruction, mental and moral development is best effected through illustrations by sensible objects. Ideas not words are thus the first impressions, and become part of the mind; being like the deep cut marks of the die, that may not be effaced; remaining to be read of all, in the gifted intelligence of the eye, and the ready answer of the tongue. Abstraction is slow in process, requiring strength and intellect to perfect it; and as rational inference distinguishes matured mind, it must be the result of a patient training to think. The idea of number is conveyed by an increase of objects—commencing to count is from the unit, by a succession of units—this idea impressed is inductive to reasoning: for if twice

one are two, and four times one are four—then twice two are four. A frame with ten or twelve parallel wires, and moveable objects therein, thus becomes a most serviceable aid in oral instruction—and how can a teacher do without it? A process of reasoning thus by sensible objects prepares the mind for abstraction, and to comprehend the periodic increase in the enumeration table.

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Mental development must be "line upon line," so that the art of thinking is taught. It will not do for the teacher to say, it is so; because *I know* it, and say so—but no teacher should be satisfied with results, till his pupils shall have intelligently said, *I know* it to be so. This will be demonstration of thought, an evidence of development, giving security to the future progress of intellect. To accomplish this all-desirable end in elementary instruction, no illustration (especially to the eye) should be encumbered with that belonging to another, except it be that which is already understood, and to which it may be necessary to refer for comparison. Thus, two different forms are presented separately, and then compared together—for example, the form of the earth having been thus taught, its diurnal motion would be best understood, without moving it on an axis; but rolling it on a plane, or twirling it, as suspended by a string, setting it on an axis and moving it round the arms of an orrery, would but perplex the opening mind; attracting it from the idea to be presented, by having before the eye that which properly belongs only to an advanced step of knowledge; this may be ventured on, only by successive single illustrations; such as, swinging the ball round a lamp, or other object, and so conveying the idea of motion in orbit, or annual revolution.

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the children of the rich by learning the— to them invaluable lesson—that they are just such beings as the children of the pauper, and that if they would attain greatness they must work and toil with untiring energy and perseverance. Free schools are truly the American system of education. They have been in successful operation in several of the cities of our state and Union.

The committee indulge the hope that the state of New-York will soon extend her liberality and either by a tax or general fund system, assume the entire support of our common schools. The committee report the following resolution.

Resolved, That we approve of the *Free School System* and recommend its adoption in this state.

Respectfully submitted.

WILLIAM BARNES,
DAVID PARSONS,
CHANCEY C. LOOMIS,
JANE E. STEVENS,
MARY A. HITCHCOX.

Committee.

TO SUPERINTENDENTS OF COMMON SCHOOLS IN THE STATE OF NEW-YORK.

The State Agricultural Society respectfully invokes your attention to the measures now in progress for spreading Agricultural and Horticultural information, through the instrumentality of suitable books in the Common Schools and Public Libraries. As was remarked in a former appeal to you, "the interest you take in the welfare of society, evinced by your services in the cause of Education, warrants the belief that you will freely use your influence in promoting Agricultural Improvement: And Modern Agriculture, enlisting the aid of Science in rendering the culture of the Earth more profitable for Human Industry, is a powerful auxiliary in promoting a desire for Knowledge, which must be widely felt through its effects in sustaining our valuable Common School System—for it needs no argument to prove that where Knowledge is appreciated and Industry respected, the means of Education will be sought and sustained with proportionate avidity."

The intercourse between the Superintendents of Common Schools and the People throughout the twelve thousand School Districts of the State of New-York, affords those officers immense opportunity for promoting the objects above mentioned. The County Superintendents who are now particularly addressed, may be the means of exciting increased attention to those objects on the part of the town Superintendents; and both classes of Superintendents have abundant opportunity for arousing interest, not only among the teachers and pupils, but among the farming communities wherein the schools are located. Wherever Superintendents or other persons have exerted influence in this way, the beneficial results are sufficiently obvious to stimulate other persons to "go and do likewise" within their respective spheres. To the chronicler in future times—times when the interests of Agriculture shall assert due influence in the education of our race—it will probably appear as a remarkable feature of the present and preceding ages, that the staple business of society, the culture of the Earth, is yet very generally, as it has until lately been almost entirely, excluded from the schools of youth and the studies of manhood.

The efforts now in progress are attended by cheering indications of satisfactory results. The State Agricultural Society considers it a prominent object to advance the movement, by the offer of numerous premiums for Books and Essays embodying Agricultural information suitable for diffusion throughout the Schools and Libraries every where in the Commonwealth. By these means of information, reaching into the immediate neighborhood of every farmer's family, the concentrated Agricultural intelligence of the age (scientific and practical) may be placed in reach of every human being within our borders: And with such facilities for improvement, it cannot be doubted that, if attention is properly turned to the subject, the consequent "improvement of the Soil and the Mind" will redound largely to the welfare of the State in all its interests, Educational as well as Agricultural and otherwise.

The Common School Organization, it is repeated, may

be rendered immensely beneficial in furthering these great objects: And to the Officers and Teachers of the Common Schools and Managers of the Public Libraries throughout the twelve thousand districts of the State, another Appeal is hereby made to combine their efforts with those of the State Agricultural Society in introducing Agricultural and Horticultural Books and Studies within the range of their widely extended influence.

The County Superintendents and other friends of Education to whom copies of this Circular are addressed, are earnestly invoked to express their views on these subjects in School District meetings, through the public papers, or in communications to the State Agricultural Society. The opinions expressed by sundry zealous friends of the cause are embodied in the pamphlet lately issued by the State Society, (and of which a copy is herewith sent to you or to the Postmaster at your residence,) under the title of "Arrangements for Diffusing Agricultural Knowledge through the instrumentality of Common Schools and Public Libraries, with the co-operation of the Officers of the Common School Organization." It will be noticed that, foremost among the friends of the movement whose letters are published in that pamphlet, are Henry Barnard of Connecticut and S. S. Randall of this State—gentlemen distinguished alike for zeal and ability in promoting the Educational interests of their countrymen. The County Superintendents throughout the State, to all of whom copies of this Circular (along with the pamphlet) are addressed, are respectfully requested to express their opinions as soon as practicable, (as early in December as may be) and to forward their letters to the Hon. JOHN GAZIO, chairman of the committee to whom the subject was specially referred, or to the undersigned at Albany, for arrangement with other documents on the subject before the Annual Meeting of the State Society in January, when the Committee will make a further Report of their proceedings. It is particularly desirable that the School Superintendents of the several counties, and other friends of Education and Agriculture, should also express their views concerning the best mode of rendering the *State Normal School* conducive to those objects, by the establishment of a professorship of Agriculture, or otherwise, &c. &c.

In behalf of the above named Committee of the State Agricultural Society,

HENRY O'RIELLY, *Secretary.*

VERMONT.

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doing good, and to love mercy was to practice it; still enforcing all, by saying, "learn of me, for I am meek and lowly." Now the power conferred by knowledge, can only be safe and useful to man when guarded and guided by the moral development of the heart, through religious truth. This, therefore, is as the light in the binnacle, which enables the steersman reason, to guard the bark of life "from foes or wreck."

Let then virtue be the handmaid of knowledge—then, the teacher may effect the purposes of man's proper education, that high aim, (the end of all knowledge) to glorify our Maker. Now the cultivation of these principles is to be begun, at the earliest impressible age, it is then, and always to be the aim, to teach to love our Creator for His benevolence, and "our neighbor as ourself;" any means by which this may be effected, however partially, becomes greatly desirable, when it is considered that it requires every possible auxiliary to accomplish so important an end.

These reflections are induced by the consideration, that the best of habits may be acquired, and the noblest virtues cultivated by school efforts, when rightly directed, and drawn forth by adequate motives. The study of the works of nature leads directly to a knowledge of the benevolence of the Deity; the Book of Nature then should be the child's first book. What therefore, is more natural than the elements of Geology, illustrated by specimens, and Geometry by the forms of objects around us, and extended by solids and figures, and the practice of drawing. This too might be infinitely varied and combined in form and colour, if cut by hand and arranged to the taste of the pupil. Would not such lessons prove provocatives to every other mental enquiry? How very delightful would knowledge thus become, and how much the easier acquired; and once possessed of it, would it not be easy, to persuade them to bestow the blessing on others; for example—the idea is a simple one—of setting children to write copies for others to learn to write—but have we not here the elements of the virtues of industry and benevolence? Let it be extended to the various intellectual products, drawing, mapping, painting works of taste and art—and you not only may stimulate to improvement, but actuate to industry and benevolence, and may make it the most happy means of cultivating generous compassionate feelings—extend this to an exchange of products, thus proposed, and from such motives, between individuals and schools, even to distant countries, and it will be practically found that you have not only trained your pupils to knowledge and to virtue, but to the benign uses of them, in our force with the christian precept that urges, that our "Light should shine before men." These are but brief hints of a great subject, a glance only at mental or moral development, by the right use of sensible objects in elementary instruction; with simple apparatus to illustrate, and a system of scientific exchanges and epistolary intercourse between schools, however distant. How becoming a free and enlightened people to establish such a national intercourse through the means of its youthful population! How grand might be the results! how kindred to the christian cause; and favorable to the advancement of civilization. What facilities the numerous missionary stations and

the schools there established offer for carrying this benefit where most needed—while the ocean steam navigation and the rapid extension of internal improvement by railroads and canals is constantly shortening the reach for friendship's grasp to the whole family of man! The thought is an American one. Let the children of the republic give reality to it, by the energies of their practical efforts. Might not committees be formed in schools for carrying out this operative plan for lasting good? Its beneficial results on a limited scale have already given assurances of success, by proving its practicability. Should this communication be favored, a statement of interesting facts will be presented for another number of the Journal.

POPULAR EDUCATION.

The following eloquent extract is from the address delivered before the American Institute in the city of New-York, at its recent annual fair, by ALEXANDER H. H. STUART, Esq. of Virginia. It breathes the true spirit of a lofty patriotism, and its great truths should be heard and heeded by every American citizen.

"In Europe, popular education is, in a political point of view, of comparatively little importance. The great mass of the people have few political privileges. They exert no influence on public opinion. They give no impression to national character. Indeed it may well be doubted whether an ignorant people do not make the most loyal and obedient subjects.

"But in America the case is reversed. Our institutions rest upon the virtue and intelligence of the people. The wise administration of our government requires the constant exercise of both these qualities, not only by the magistracy, but by the constituent body. The only hope of preserving our freedom is by diffusing knowledge and sound principles amongst the people, and by keeping them, as I before remarked, up to the level of our institutions, and of their duties under them. If this cannot be done, the government must sink to their level. Let the people become ignorant and debased, and the laws must be adapted to their capacity, and the Constitution brought down to their standard of morality and intelligence. Public sentiment will become vitiated, and a spirit of licentiousness and disorganization pervade the whole body of society. It requires no spirit of prophecy to foretell the consequences of such a state of things. If the foundation of our political edifice becomes rotten, the superstructure must inevitably fall. Disguise the fact as we may, under declarations of rights, constitutional guarantees, legislative sanctions, and parchment muniments of title, it is nevertheless true, that in all popular governments, the only security for life, liberty and property, is in an enlightened public opinion. Our lives, our fortunes and our freedom; are all held by that tenure. The law is but an embodiment of public sentiment. If our rights are infringed, the mode and measures of redress must be ascertained by the opinions of judicial tribunals, which consist of the agents of the people, for the people themselves. If the title to our property be questioned, or our characters defamed, or our

lives or liberty put in jeopardy, by a criminal accusation, the shield of our defence is in the concurrent opinion and verdict of twelve honest and enlightened workmen. Let the character of those whose voice is the law—whose agents are its judicial expounders—and who are themselves, in the jury box, its administrators, be debased by ignorance or vice, and what becomes of this bulwark of our defence in the hour of danger?

"If my time permitted, it would be easy to show that the danger to Liberty, from the encroachments of Executive power upon popular privilege, is always in proportion to the decline in the standard of virtue and intelligence. The pages of history abound with admonitions on this subject, which are no less frequent than impressive. An ignorant populace has always been the instrument by which Ambition and Treason have accomplished their unhallowed purposes. And if, in the progress of events, the day shall ever arrive in which some artful demagogue, or bold military chieftain, shall erect a throne upon the ruins of the Constitution of this Country, his pathway to power will be strewn with the fragments of the school-houses, the pulpits, and the printing presses, which now sow the seeds of virtue and knowledge broadcast through the land! I say, then, to the People and the Government of the United States, let the work of Education go on; let the School-master be sent abroad; let Primary Schools and Academies, and Colleges, spring up in all parts of our Confederacy, until the whole Continent shall be dotted over with them, as the Heavens are bespangled with stars!

"Let this system of policy be adopted, and these primary duties of the Government be faithfully performed, and who shall assign a limit to the onward march of this giant Nation! She is already the wonder of the world—Towns, Cities, States, spring up within her borders as if by magic! The circles of her prosperity and greatness are continually becoming wider and wider, and in less than half a century she has added five-fold to her population, and doubled the number of republics which repose in security beneath her flag.

"But it is not in these respects only that we witness her advance in the fulfilment of her destiny. Her institutions have made the pathway to honorable distinction, as broad and as straight from the door of the humblest cottage, as from the proudest mansion in the land. Genius and industry, and energy, find no barriers to arrest their career. The abolition of arbitrary distinctions and classes of society, has given all men an equal start in the race of preferment, and brought thousands of eager competitors into the field, whose nobler faculties would otherwise have remained forever undeveloped. The whole talent of the country is thus forced into action, and the results are visible in every vocation of life. They are to be seen alike in the fairs of the American Institute, and in the council chambers of the nation. How often do we see men who in early youth guided the plow, or wielded the hammer, or the axe, in maturer age, giving direction to the policy of their country? Consult the pages of our history, or go into the Capitol of the Union, and inquire how many of those who sit in the high places of the land, and shed lustre on the Republic, at one

time made the anvil, or the lapstone, ring with their vigorous blows, or plied the busy needle, or with their own brawny arms, brought into action that most potent of all human agents—the printing press!"

[From the Eastern Argus.]

THE AMERICAN INSTITUTE.

THE Institute assembled at the Exchange Hall, Portland, on Friday morning, and after being called to order by the President, George B. Emerson, esq., the teacher of a female school of the highest rank in Boston, was addressed by him briefly in regard to the objects of the Institution, and the Rev. Dr. Nichols asked the blessing of heaven upon the doings of those assembled.

Then came the Introductory Lecture by Professor Stowe, of Ohio, a performance of no common power. His subject was the *importance of a religious education*. The practicability of giving religious instruction in our public schools, without offence to any denomination of believers, was plainly shown, and the certainty that there was common ground, and enough of it, on which all sects could stand, was demonstrated and beautifully illustrated. At any rate, he said, if we could not agree upon any thing else, we could agree in allowing the pupils to use the Bible without note or comment, by reading it or learning its precepts by heart.

The Institute expressed their decided opinion upon the subject by unanimously voting that 5000 extra copies of the lecture should be printed for distribution. The subject of the lecture was not discussed as was done with most of the others, there being but one mind in the assembly.

The second lecture was given by Allen H. Weld, of North Yarmouth. The subject was classical instruction, and the lecturer briefly told what authors should first be studied, when instruction should commence, and how it should be given.

The third lecture was delivered on the evening of Friday, by Charles Northend, a teacher of one of the Grammar Schools of Salem, Mass. His subject was the "obstacles to the success of common schools." These were numerous, but the point most urged was the want of co-operation on the part of parents. The whole performance, however, was of an important character, and the institute thought so, and ordered 2000 extra copies to be printed, 500 of which are to be placed at the disposal of the school committee of Portland. It is to be hoped that this generous donation will not fail of the good intended. The sentiments of the lecturer were commended and discussed by Mr. Libbey, of our High School, Professor Brooks, of Boston, Professor Stowe, Mr. Dow, of our School Board, Mr. Fowle, of Boston, Mr. Page, of the High School of Newburyport, Mr. Barnard, of Hartford, late superintendent of common schools in Connecticut, and by our own Mr. Whitman, the discussion running far into the evening.

The fourth lecture was given on Saturday morning, by the Rev. Professor Brooks, of Boston. The subject was "Natural History as a study in schools." The Professor showed in eloquent terms the utility and the practicability of engaging the young in the study of nature. The lesson he gave on the structure of birds, by way

of illustration, for a while made attentive pupils of the whole audience. Mr. Greenleaf, Professor Stowe, Dr. Nichols, and others, enforced the sentiments of the lecturer in animated remarks.

The fifth lecture was delivered by Mr. Vale, of New-York. The object was to illustrate and explain the uses of the newly invented globe, which was exhibited to the audience. The lecturer, in a quaint and amusing style, gave the audience one of the best geographico-astronomical lessons that we ever witnessed. The apparatus will perhaps be understood when we say, that a terrestrial globe is so enclosed in a celestial one, that all the phenomena usually explained in books could be exhibited to the eye. There was but one opinion of the ingenuity of the apparatus, and the success of the lecturer, who certainly was unique in his manner and matter.

The sixth lecture was by Mr. Galloup, another of the grammar masters of Salem. His subject was "the dangers of teachers," and these he showed to be neither few nor small.

In the evening the audience were delighted with an eloquent address by Henry Barnard, esq., of Hartford, Conn., on the subject of common schools. The address was altogether extempore and one of the most popular of the course. Mr. B. evidently understood the subject, and we are sure that he carried conviction to his hearers of the importance of common schools, their defects, obstacles and dangers, and unlike most reformers, whenever he pointed out the defects, he also pointed out the most appropriate remedies. It was an eloquent address and should be printed for the benefit of the community.

The seventh regular lecture was delivered by Joseph Hale, one of the writing masters of Boston. The subject was "School Discipline." No subject yet touched upon seemed to excite so much feeling as this. The lecturer went into a labored discussion of the grounds of government, which, though well written, was somewhat obscure, although its aim, the furnishing of a reason and an excuse for corporal punishment in families and in schools, was perfectly evident.

The discussion on this subject was enlivened also by the remarks of Mr. Neal. Mr. Frederick Emerson of Boston, though not opposed to corporal punishment, had said he should not punish an infant, but should rather try to smile or frown it into acting right. Mr. Neal replied by introducing Mr. Emerson to the audience as a venerable bachelor, who was no doubt experienced in the management of infants, and then asked him what good his frowns and smiles would do in the dark, when such children usually train. This discussion was even carried into the church, to which the meeting adjourned on Monday evening, and Mr. Mann gave an interesting account of the discipline he had observed in the schools of Europe, and particularly described one in London, composed of wretched children, that have no counterpart probably in the world for vice, wretchedness and ignorance, and yet this school was governed, and well governed, with little resort to corporal punishment.

The eighth regular lecture was given by Saml. S. Greene, of Boston, "on the method of teaching to read." The lecturer defended the old method of first teaching the alphabet as a key to words, and combated the new notion of lightening the labor of the child at first by teaching him a few familiar and significant words.

The ninth lecture was delivered on Monday afternoon by Wm. Russell of Andover, the accomplished teacher of elocution. The subject was "Female Education," and it was treated with great beauty and success.

On Tuesday morning, the regular lecturer not having arrived, Mr. Mann was persuaded to fill his place, and the meeting was held in the first church to accommodate the numerous audience. The subject of the lecture was "The Education of the Propensities." We cannot attempt to follow this distinguished orator and philanthropist in his elevated views of human duty, and his glowing descriptions of the danger that hangs over our institutions from the licentious indulgence of certain passions and instincts. We hope this lecture will be printed by millions and scattered over the land.

The President, Mr. George B. Emerson, of Boston, then made a feeling address to the teachers and friends of education present, and in the name of the Institute, thanked the citizens of Portland for their attentions and hospitality, and bade them an affectionate farewell. Several gentlemen of Portland also expressed the thanks and gratitude of our citizens for the pleasure and instruction that this meeting of the Institute has afforded us, and their best wishes for the welfare of the members, and the continued usefulness of the Institution.

HENRY'S FIELD BOOK FOR TOWN SUPERINTENDENTS.

We again invite the attention of our readers, and the friends of education generally, to the little pamphlet whose title stands at the head of this article. It was prepared with great care and minuteness by its author, and is designed to serve the double purpose of calling the attention of town superintendents to the principal matters which are the subjects of their inspection and supervision, and also to enable them readily to record accurately and almost without labor all the material statistics of the common schools.

This little work has, as we are informed, received the approbation of the Hon. Samuel Young, the Hon. Morace Mann, and Henry Barnard, Esq., of Hartford, Ct. We know of nothing of this kind that could be more useful to the town superintendents, for whose convenience and use it was prepared, and we hope that each of these officers will supply himself annually with a copy of this little work.

Several county superintendents have taken a number sufficient for their county or district for one year, and we respectfully suggest to all the remaining county superintendents the propriety of following so good an example.

If we may be pardoned for expressing our opinion in reference to what we deem the best disposition which could be made of these valuable tables of common school statistics, we should say that the legislature should at once give the superintendent of common schools power to adopt them as a portion of the legal and regular blanks of his office. At all events, we confidently hope and trust that the friends of education will at once see that these tables be sold to a sufficient degree to defray the charges of printing.

For sale by C. Van Benthuysen & Co., Albany.—*Albany Argus*.

Clerk of

District

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